Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intro to Psychology (Final Essay)

**Your FINAL Essay!**

THE PLAN: Instead of a final exam, you will write an in-class essay that invites you to synthesize ideas from across the four units we have studied. Here’s the schedule for the remaining classes:

* **Friday, January 12:** Begin outlining your ideas. *Work on this for homework, too.*
* **Tuesday, January 16:** Continue to pre-write/outline your essay.
* **Wednesday, January 17:** WRITE YOUR ESSAY! *You may use your outline and notes. It will be due at the end of this double block.*
* **Friday, January 19:** Wrap-up our course, course feedback for Ms. Barroso, say bye for now. ☹

THE ESSAY QUESTIONS: Choose **one** question to answer. Incorporate concepts from at least TWO of the units we’ve studied. SEE THE BACK of this paper for a list of concepts. Show that you understand the concepts in your essay.

1. How can psychology make us all better people?
2. Which of the two fields of psychology that we’ve studied are the most useful?
3. How can psychology help people to get along better?
4. What advice could psychology offer to new parents?

Here are the 4 units we’ve studied along with the main concepts from each. Use this to help you brainstorm and outline your ideas in preparation for your in-class essay.

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| Unit 1  “Biological Psychology” | Unit 2  “Cognitive Psychology” | Unit 3  “Social Psychology” | Unit 4  “Abnormal Psychology” |
| -Brain localization   * Phineas Gage * HM’s case   -Neurons, neurotransmitters, & neurotransmission  -Hormones   * Adrenaline, oxytocin, melatonin   -Neuroplasticity   * Maguire, et al (2000) | -Schemas   * Bartlett, 1932 * Bransford & Johnson, 1972 * Macarae, et al. 1994   -Multi-store model of memory  -Levels of processing model of memory  -Eyewitness memory  -Reliability of memory | -Situational & dispositional factors  -Weak situations & strong situations  -Stereotype formation   * Jane Elliott’s blue eyes/brown eyes (1968) * theories: social cognitive, social identity theory, systems justification theory   -Stereotype threat  -Fundamental attribution error (FAE)  -Self-serving bias (SSB)  -Compliance techniques   * Foot-in-the-door * Lowballing   -Conformity   * Milgram (1967) * Zimbardo’s Stanford prison experiment (1971) * Explanations for conformity | -Perspectives on abnormal behavior:   * Biomedical * Psychodynamic * Cognitive behavioral * Sociocultural * Meta-theoretical   -DSM 5  -The various disorders we learned about:   * Obsessive compulsive disorder * Post-traumatic stress disorder (PTSD) * Hoarding disorder * Gambling * Major depressive disorder * Hypochondriasis * Narcissistic personality disorder * Bulimia * Antisocial personality disorder * Attention deficit disorder * Borderline personality disorder * Disorganized schizophrenia * Dissociative identity disorder (multiple personality disorder) * Bipolar disorder * Gender identity disorder |

Name: Intro to Psych: End-of-Course Essay

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| **Rubric for Essay** | | | | |
|  | **6-5** | **4-3** | **2** | **1-0** |
| **Supporting Evidence** | Each paragraph is of high quality, and references appropriate and accurate knowledge and understanding of material, specifically of the 2 chosen units. The response demonstrates a critical understanding of the material. | The paragraphs reference multiple topics from the 2 chosen units. There may be a few minor inaccuracies and a limited understanding of some of the material. | A few paragraphs are of high quality; there is some reference to topics, but much more supporting evidence is needed. There are major inaccuracies. | The paragraphs do not reference topics and/or uses very little supporting evidence. There are many major inaccuracies. |
| **Analysis of the Content** |  | The paper consistently and effectively identifies connections among and within the topics and in doing so, it raises thoughtful ideas. | The paper identifies connections among and within the topics from time to time. | The paper does not show enough how the topics are connected to each other. |
| **Organization and Clarity of Ideas** |  | The writing is well-organized with a clear and complete thesis statement, clear topic sentences, and good transitions. | The paper is fairly organized, although it is missing 1-2 of the elements found in a well-organized essay. | The paper is disorganized, missing 3 or more of the elements found in a well-organized essay. |
| **Proving the Thesis Statement** |  | The author has written a thoughtful thesis that answers the prompt, and the essay fully proves and explains the thesis statement. | There is a thesis statement, but the paper needs to more directly answer, prove, and/or explain it. | There is not a clear thesis in the writing. |
| **Mechanics & Grammar** |  |  | There are minimal grammar, spelling, and punctuation errors. | 5 or more errors are present in grammar, spelling, and punctuation. |